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ABSTRACT

This study was conducted to investigate the perspectives of the various populations served by the secondary school counselor concerning the roles and functions of that counselor. The Counselor Roles and Functions Questionnaire was administered to 9 counselors, 8 administrators, 56 teachers, 14 counselor educators, 178 students, 26 parents, 14 businesses, and 4 school board members. The scores for the six subscales (Counseling; Consulting; Development/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; and Administrative and Clerical) and the Total score were employed as dependent variables. The findings suggest that counselors and counselor educators rated the roles and functions of Counseling higher than did school board members. Counselors and counselor educators also rated the roles and functions of Consulting higher that did administrators. Counselors rated the roles and functions of Developmental/Career Guidance higher than did administrators and teachers. School board members rated the roles and functions of Guidance Program Development, Coordination, and Management higher than did students and businesses, and counselors and counselor educators rated these roles and functions higher than did businesses. Students rated the roles and functions of Administrative and Clerical higher than did counselors and counselor educators, and counselors rated these roles and functions higher than did counselor educators. Counselors and counselor educators rated the roles and functions of Consulting higher than did administrators and teachers. (NB)

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A LOCAL STUDY OF THE ROLES AND FUNCTIONS OF THE SECONDARY SCHOOL COUNSELOR

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

Deborah Elaine Schalesky

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I dedicate my thesis to my family: my parents, Katharyn and Gordon Allen; my daughters, Katharyn and Dana; and especially to my husband, Dana. I could not have accomplished this without their belief in me, their many sacrifices, and their never-ending love, support, patience, and encouragement.

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Abstract

The purpose of the researcher was to investigate the viewpoints of the various populations served by the secondary school counselor concerning the roles and functions of the secondary school counselor. Due to the nature of the study, the independent variables differed for each group. The independent variable of position (1) included counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board. The independent variables investigated for the sample of counselors, administrators, teachers, and counselor educators were position (2), education, and years of experience. The independent variables investigated for the sample of students were class, grade point average, and frequency of use of counseling services. The instrument consisted of 56 items. The scores from the six scales and total of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The scales were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; Administrative and Clerical; and Total. The sample consisted of 309 subjects including: 9 counselors, 8 administrators, 56 teachers, 14 counselor educators, 178 students, 26 parents, 14 businesses, and 4 school board members. Three composite null hypotheses were tested at the .05 level, employing a three-way analysis of variance (general linear model). Ninety-one comparisons were made. Of the 91 comparisons, 49 were main effects and 42 interactions. Of the 49 main effects, 7 were statistically significant at the .05 level. Of the 42 interactions, 2 were statistically significant at the .05 level.

The results of the present study appeared to support the following generalizations:

1. counselors and counselor educators rated the roles and functions of Counseling higher than school board members;

2. counselors and counselor educators rated the roles and functions of Consulting higher than administrators;

3. counselors rated the roles and functions of Developmental/Career Guidance higher than administrators and teachers;

4. school board members rated the roles and functions of Guidance Program Development, Coordination, and Management higher than students and businesses, and counselors and counselor educators rated these roles and functions higher than businesses;

5. students rated the roles and functions of Administrative and Clerical higher than counselors and counselor educators, and counselors rated these roles and functions higher than counselor educators;

6. counselors and counselor educators rated the roles and functions of Consulting higher than administrators and teachers;

7. students with grade point averages of 2.6 to 3.0 rated Administrative and Clerical roles and functions higher than students with grade point averages of 3.6 to 4.0; and

8. for the sample of counselors, administrators, teachers, and counselor educators, interactions between education and years of experience for the dependent variables Consulting and Guidance Program Development, Coordination, and Management.

Introduction

Roles and Functions of the School Counselor: An Overview

Rye and Sparks (1991) noted that the debate concerning the role of the school counselor has continued for over 30 years. Counselors, administrators, and teachers have been confused by numerous opinions. Programs were based on the interests and opinions of individual counselors, the biases of counselor educators, requirements of the government, and needs of the local district. "Such incoherent efforts have confused students, parents, teachers, administrators, and counselors themselves" (p. 2).

"It doesn't take a new counselor very long to realize that he is--or could easily become--'all things to all people'" (Hitchner & Tifft-Hitchner, 1987, p. 3). They find themselves soothing an irate parent complaining about a teacher, substituting, checking bathrooms, checking out lockers, monitoring attendance, or any other duty assigned by the principal. In addition, members of many counseling departments perform long lists of administrative responsibilities, including master schedule development and report card distribution. Counselors work at tasks that are clearly not within the scope of their job description. They are often perceived as middle management people, operating between the administration and the teachers. They are also viewed by parents, teachers, and students as onlookers, sitting in their offices, not really a part of the school process (Hitchner et al., 1987).

". . . school counselors are still expected to fulfill multiple, often conflicting roles" (Gysbers & Henderson, 1988, p. 39). They are expected to work with curriculum, conduct placement and follow-up activities, and participate in community outreach as well as crisis counseling, parent and teacher consultation, testing, scheduling, and other

administrative duties. "School counselors want to respond to new needs and expectations but often find that the press of their existing duties interferes with or actually prevents them from doing so" (Gysbers et al., p. 39). Many school counselors then find themselves in an ambiguous situation, and may experience role conflict as a result.

Gysbers et al. (1988) contended that the reason for this dilemma is that the guidance programs of many schools are based on an ancillary services concept with broad role and function statements. The programs are undefined. Counselors find themselves in supportive, remedial roles that most people see as removed from the mainstream of the school process. This justifies, to many in administration, assigning counselors to inappropriate tasks in order to demonstrate they are providing service to someone.

Day and Sparacio (1980) noted that school accreditation standards do not sufficiently define the role of the school counselor, nor do they provide the means to ensure that the counselor's role is fully implemented. Standards usually require that a counselor is on staff, but they also are likely to permit the inclusion of nonrelated activities detrimental to the professional role and function of the counselor. As a result, counselors perform inappropriate, nonprofessional activities such as handling disciplinary referrals, clerical tasks, monitoring attendance, and scheduling.

"Possibly the greatest problems facing guidance professionals today are the undefined role of school guidance counselors and the confusion in prioritizing their varied responsibilities" (Schwaber & Genetta, 1987, p. v). Counselors are expected to perform a multitude of duties including scheduling students, working on curriculum, crisis counseling, administering tests, job placement, plus other administrative duties. In addition, they are expected to help the students develop positive self-images, set realistic

goals, and motivate them to reach their potential.

Research conducted by Josserand (1992), Giebler (1992), Hillman (1987), and Peaslee (1991) indicated differing opinions as to the roles and functions of a school counselor. They also found that different variables affected opinions of what the roles and functions should be of a school counselor. Peaslee (1991) maintained that counselors rated the function of counseling higher than principals. She also found that district size, undergraduate major of the counselor, age, gender, and years of experience influenced the perceptions of the counselors as to their roles and functions. Josserand (1992) contended that district size, number of buildings served, and students to counselor ratio had a significant impact on the way counselors viewed their roles and functions. Similar findings were reported by Giebler and Hillman.

Miller (1981) set forth three major functions of the school counselor. The first function was the delivery of a structured developmental guidance curriculum through large group, small group, and individual counseling. The second was consultation with teachers and in-service training for teachers to improve communication skills, to improve their interaction with all students, and to sensitize the teachers to the need for matching curriculum to developmental needs of students. The final function was consultation and life-skills education for parents to help them understand developmental psychology, improve family communication skills, and implement strategies for encouraging learning in children.

For the secondary school counselor, Miller (1981) set forth the following additional functions: (a) work with teachers to organize and implement guidance curricula which focuses upon developmental concerns of adolescents, (b) organize and disseminate

information needed by students for educational/vocational planning and decision making, (c) help in assessment of personal characteristics to be used for course selection and career-life planning, and (d) provide remedial interventions and alternative programs for students having problems adjusting, demonstrating vocational immaturity, or with negative attitudes toward personal growth. Miller further maintained that counselors are developmental facilitators, members of a student support services team which provides assistance with problem areas and intervenes in a developmental way to foster psychological growth and attempts to prevent development of negative behavioral characteristics.

Gysbers et al. (1988) cited the following concerning the roles and functions of the counselor:

> . . . counselors are expected to teach the guidance curriculum; assist students to develop their individual plans; counsel, consult, and refer students and others in response to their specific problems and needs; cooperate with other school staff in needed support of their programs; pursue their own professional growth; and develop and implement an effective guidance program. (p. 129)

Rye et al. (1991) maintained that counselors should provide the opportunity for students to develop self-understanding, self acceptance, and self-direction. They should be prepared and skilled in the areas of individual counseling, group counseling, family counseling, guided classroom activities, consultation, coordination, communication, and curriculum in the domains of personal, social, educational, and career.

Hitchner and Tifft-Hitchner (1987) contended that counselors should be seeing and helping students. They stated:

> Your essential role as a counselor is to communicate with your counselee so that he is able to develop a more suitable and realistic self-image, become better aware of educational and career opportunities, and then combine this understanding of self and opportunities to make informed decisions. (p. 42)

"The three generally recognized helping processes used by the counselor are counseling, consulting, and coordinating" (O'Bryant, 1991, p. 2). Therefore, the function of counseling focuses on problem solving, decision making, and finding personal meaning related to learning and development in the student. The function of consultation results in a cooperative effort in which the counselor assists others in problem solving and in developing skills that will make them more effective in working with others. Coordination involves leadership in which the counselor manages the school's program, and coordinates the school's needs and activities with community agencies (O'Bryant).

Coy (1991) wrote the following about the roles and functions of the counselor:

> The major goals of counseling are to promote personal growth, and to prepare students to become literate and motivated workers, caring family members, and responsible citizens. Professionals concerned with education recognize that in addition to intellectual challenges, youngsters encounter personal, social, educational, and career challenges. It is the role of the school counselor to develop strategies to address these challenges and to promote educational success. (p. 15)

How Secondary Counselors Viewed Their Roles and Functions

Tennyson, Miller, Skovholt, and Williams (1989) conducted research to determine what roles and functions counselors maintained as important. Also, they intended to

determine if they were currently functioning in accordance with the new Minnesota licensure rule. The questionnaire listed 58 functions under six broad categories. Each category was treated as a subscale. The subscales were: (1) Counseling; (2) Consulting; (3) Developmental and Career Guidance; (4) Evaluation and Assessment; (5) Guidance Program Development, Management, and Coordination; and (6) Administrative Support Services. Counselors were asked to respond to how often they performed each function. The response categories were: never (1), rarely (2), occasionally (3), fairly often (4), and frequently (5). This scale was scored by the assigned numbers. Counselors were also asked to respond to the importance of each function. The response categories were: unimportant (1), slightly important (2), important (3), very important (4), and crucially important (5). This scale was scored by the assigned numbers.

The subscale of Counseling had the highest mean for frequency of performance. Counseling mean for frequency of performance was 3.7, followed by Consulting at 3.35; Administrative Support Services at 3.28; Guidance Program Development, Management, and Coordination at 3.06; Evaluation and Assessment at 2.98; and Developmental and Career Guidance at 2.85. In comparison, the means for importance paralleled those for frequency, and were slightly higher for all categories except Administrative Support. The importance mean for Administrative Support was 2.88, compared to 3.28 for frequency of performance.

Partin (1990) conducted a study in Ohio to determine the percentage of time actually spent on primary counselor functions, the ideal percentage of time to be spent on primary counselor functions, and the greatest time robbers of counselors. The instrument included nine primary counselor functions including testing/student appraisal, noncounseling

guidance activities, individual counseling, group counseling, professional development, consulting, resource coordination services, administration and clerical, and other nonguidance counseling activities.

> T-test [t-test] comparisons between actual and ideal time usage find [indicated] counselors would prefer to spend significantly more time in individual counseling, group counseling, and professional development activities and significantly less time in testing/student appraisal and administrative/clerical activities. While they indicated that they actually spend approximately 40% of their time in either individual or group counseling, they would prefer to allocate at least 50% to counseling activities. (Partin, 1990, p. 4)

The top five time robbers were: (1) paperwork (reports, correspondence, records), (2) scheduling, (3) administrative tasks, (4) talking on the telephone, and (5) attending meetings (Partin, 1990).

Hutchinson, Barrick, and Groves (1986) conducted a study in selected Indiana public schools to determine how the counselors contended they actually spent their time, and also how they perceived they ideally should spend their time. The questionnaire contained sixteen counseling activities that were chosen from a review of the literature from the past two decades. The counselors were asked to rank the sixteen activities according to actual and ideal performance.

Activities that ranked the same or similar included individual personal counseling (#1 ideally and actually), academic counseling (#2 ideally and #3 actually), parent conferences (#5 ideally and actually), and teacher or administrator consultation (#7 ideally and #8 actually). Activities with the largest discrepancies included group

counseling (#3 ideally and #11 actually), career and life planning (#4 ideally and #9 actually), classroom guidance activities (#6 ideally and #10 actually), scheduling (#8 ideally and #2 actually,), testing (#9 ideally and #4 actually), record keeping (#13 ideally and #6 actually), and noncounseling activities (#16 ideally and #12 actually). Counselors reported doing what they thought they should be doing; however, there were discrepancies, some severe, in the amount of time actually spent and that which was desired in performing the roles and functions.

How the Administration Viewed the Roles and Functions of the Secondary Counselor

Partin (1990) conducted research to determine if school principals agreed with the counselors as to the actual and ideal roles and functions of the counselor. The results of the study indicated that the principals were generally congruent with the counselors in both actual and ideal distributions of counselor time. "Principals would prefer counselors spend more time in group counseling and less time on administrative/clerical and nonguidance/counseling repeated [related] activities" (p. 5). Principals would like to see the counselors spending more time providing direct counseling services. "One of the most encouraging findings of this study is the accuracy of the building principals' perceptions of how counselors do spend their time and congruence with the counselors ideal distribution" (Partin, p. 6).

Stickel (1990) conducted a study to determine the congruency between the perceptions of counselors and principals as to counselor roles and functions. He used the Counselor Role Inventory and surveyed 214 schools in 3 rural western states. The Counselor Role Inventory consisted of 16 questions with 4 role functions, which were prevention, remediation, commitment, and sub-professional duties. The author concluded

that the results indicated agreement between counselors and principals as to the roles of the counselor. "Both counselors and principals had extremely similar views of the ideal role of the counselor. They strongly favored activities included in the prevention, remediation, and commitment functions" (p. 6). Counselors and principals reported a similar gap between ideal performance and actual performance. In the category of sub-professional duties, the principals indicated that the counselor should have slightly more responsibilities. They did not support and promote paper work and clerical duties over professional counseling. "This was evidenced by the comment . . . that he did not expect a counselor to be a paper pusher; the counselor should be working directly with students, staff, and parents" (Stickel, p. 6).

How the Teachers Viewed the Roles and Functions of the Secondary Counselor

Valine, Higgins, and Hatcher (1982) conducted research in which a 15 item instrument was administered to 100 teachers in 2 school systems in the southeastern United States. The purpose of the research was to compare teachers' expectations of the role of the counselor to results obtained in 1972 when the same instrument was administered to 2 similar schools. The results of the research indicated that 15% of the teachers questioned the need for counselors, with another 15% undecided, but 35% were undecided as to understanding the role of the counselor. They did not know what a counselor does or should be doing. Of the 100 teachers, 26% maintained counselors were ineffective, with another 32% undecided, for a total 58% that questioned the effectiveness of the school counselor. The results of the research also indicated the following: (a) 37% of the teachers reported counselors tended to have an easier job, with another 28% undecided; (b) although 48% contended that it was not the counselors job to

handle discipline, 48% were undecided; (c) 56% maintained that the counselor, rather than the principal, was a resource person for problem children, but 27% were undecided; (d) 16% indicated that teachers should do their own counseling while 54% reported undecided; and (e) 13% recognized that counselors were adequately trained, while 25% were undecided (Valine et al., 1982).

Alaniz (1990) conducted a study to collect data concerning the role of the counselor and the teachers' perceptions of the role of the counselor. Counselors and teachers responded to a questionnaire, plus follow up interviews were conducted with counselors to obtain descriptive data. Of the teachers responding, 52% reported never or once a year discussing management or instructional issues with a counselor, while 37% of the teachers reported discussing issues regarding particular students once a month or more. "Due to the infrequent interaction of counselors and teachers, it would be reasonable to assume that teachers do not have a clear idea of what counselors actually do" (Alaniz, p. 55).

The teachers were asked to respond to the frequency of counselor tasks. The results were:

> . . . although 40.98% of teachers report that counselors spend much time or a majority of time counseling students and 47.54% report that counselors spend an equal amount of time on paper work and procedural tasks, an average of all items show that 40% of teachers report that they do not know what counselors do. The results clearly support the contention that teachers do not understand the role or function of the counselor (Alaniz, p. 55).

Gibson (1990) conducted a descriptive study to assess the opinion of the teacher

regarding the counseling programs in the secondary school. Teachers indicated that individual counseling was the most important and primary responsibility of the counselor. Other functions, in rank order, were: (1) the provision of career and educational information; (2) test administration and interpretation; (3) college placement; (4) group counseling, guidance, and orientation programs; (5) job placement; (6) discipline; (7) attendance checking and recording; and (8) administrative duties other than those of the guidance program.

How the Students Viewed the Roles and Functions of the Secondary Counselor

Wells and Ritter (1979) conducted research in a large high school to study the counseling delivery system. The sample was random and consisted of 550 students. The students were requested to complete a questionnaire on which they were asked where they would go for help with problems and how they ranked the functions of the counselor.

The results indicated that the students would go to a counselor if they wanted to change a class (81%) or to check on graduation requirements (80%). When planning their school program, 51% would seek help from a counselor. If they had a conflict with a teacher, 40% would go to a counselor. Of the 550 students, 25-30% would go to a counselor when choosing a college, if they had a financial aid question, for help with a career decision, or for help in deciding on a college major. All other reasons had a considerably lower percentage, including problems with parents (12%), information about career opportunities (8%), if they were in serious trouble (7%), a problem with a friend (6%), a question about sex (4%), a personal problem (4%), and help in finding a job (4%).

The rank order of the counseling functions by students was (1) help students plan programs, (2) help with college planning, (3) counseling students with personal problems, (4) help students select colleges and training schools, (5) provide vocational information, (6) keep accurate student records, (7) work with students who are discipline problems, (8) assist in job placement, (9) orientation to high school, (10) conduct parent/teacher/student conferences, (11) interpret test information, (12) counsel concerning attendance, and (13) supervise on campus.

In the data from the study, there were discrepancies between the rank order of the counselor functions and the reasons the student would seek a counselor. Four percent of the students reported that they would go to a counselor with a personal problem, yet they ranked it as the third most important function.

> . . . the rankings must reflect some kind of an 'ideal', as opposed to a reality. We, however, would conclude from the data that student perceptions tended to shift in the direction of what they saw happening. (Wells et al., 1979, p. 173)

Students were also asked to respond to additional questions and were told that they were free to make any comments on the questionnaire. Of the students that responded, 23% saw counselors as helpful in nearly all cases, 43% in most cases, and 33% responded usually no. Quicker access to a counselor was desired by 32% of the students, 18% maintained that more counselors might improve the service, and 24% wanted specialized counselors. When asked if they felt free to discuss problems with their counselor, 49% said yes and 48% said no. While almost half of the students made positive comments, the negative comments concerned "a perceived lack of interest and understanding on the part of the counselors, unavailability, and counselors not listening

to or hearing their concerns" (Wells et al., 1979, p. 174).

How the Parents Viewed the Roles and Functions of the Secondary Counselor

Ibrahim and Thompson (1981), in developing a model secondary school counselor education curriculum, conducted a needs assessment in the state of Connecticut. Parents were asked to rate 24 functions as very important (3), important (2) or unimportant (1). The scales were scored by the assigned numbers. Six functions had a mean of 2.5 or more. They were: (1) provide information to students about the content of school courses and to aid them in course selection, (2) provide students with information about educational opportunities after high school, (3) provide students with information about careers, (4) provide individual counseling services for educational problems and concerns, (5) assist students to make educational plans for the future, and (6) provide individual counseling services for vocational problems and concerns. Three of the top 6 functions fell under the main category of Counseling, 2 from the category of Educational and Occupational Planning, and 1 from the category of Placement. Four of the 24 functions had a mean below 2.0, and they were to (1) assist students in school to get part-time jobs, (2) help resolve family conflicts around career and educational choices with parents and students, (3) provide counseling services for parents to help them understand their children, and (4) provide group counseling services for personal problems and concerns.

How the Business Community Viewed the Roles and Functions of the Secondary Counselor

In a study conducted by Ibrahim and Thompson (1981), members of the business community concerned with hiring and training high school graduates were asked to rate

24 functions of the secondary school counselor. The top 6 functions were the same as those indicated by the parents, although they were in a slightly different order. They were: (1) assist students to make educational plans for the future, (2) provide students with information about educational opportunities after high school, (3) provide individual counseling services for educational problems and concerns, (4) provide students with information about careers, (5) provide individual counseling services for vocational problems and concerns, and (6) provide information to students about the content of school courses and to aid them in course selection. Three of the 24 functions had a mean below 2.0, and they were: (1) to inform community agencies of students' needs and guidance programs available, (2) to provide group counseling services for personal problems and concerns, and (3) to assist students in school to get part-time jobs.

How the School Board Viewed the Roles and Functions of the Secondary Counselor

No information was found on how school boards viewed the roles and functions of the secondary counselor.

How the Counselor Educators Viewed the Roles and Functions of the Secondary Counselor

No information was found on how counselor educators viewed the roles and functions of the secondary counselor.

Summary

The review of the literature indicated confusion as to the roles and functions of the secondary school counselor. Exactly what a counselor should do has been debated throughout the history of counseling. Counselors are to counsel, consult, coordinate, plus take care of the students' personal, social, educational, and career problems. Counselors

should teach decision-making and problem-solving skills, plus take care of crisis situations and teach the students to become productive citizens and family members. They are also expected to prepare master schedules, schedule students, distribute report cards, handle discipline and attendance problems, and numerous other administrative/clerical duties. In addition, they are expected to keep up with social and economic changes and stay current with the profession.

Statement of the Problem

The purpose of the researcher was to investigate the viewpoints of the various populations served by the secondary school counselor concerning the roles and functions of the secondary school counselor.

Rationale and Importance of the Research

Counselors, in order to have a strong, productive, and rewarding profession, need to have a clear definition of their roles and functions, and it has to be consistently accepted by the counselor's publics (students, parents, administration, teachers, school board, and community). It also has to be accepted by the counselor educators so that counselors will be prepared to fulfill the roles and functions expected by the people they serve and in agreement with the philosophy of the profession (Hutchinson et al., 1986).

The present research was unique because it was a quantitative case study of the perceptions of the roles and functions of the secondary school counselor in one community. Secondary school counselors need to know what their publics expect of them in terms of roles and functions. The present research addressed all the counselor's publics within that community, including counselors, teachers, students, parents, administrators, school board, and businesses. Counselor educators also need t o know the

expected roles and functions of the secondary school counselor as seen by counselors and their publics. The present research also investigated the opinions of the counselor educators of the colleges and universities in Kansas. Since the researcher found no information about the perceptions of the counselor educators or of the school board, the present study contributed knowledge of the opinions of these publics. The researcher found very little information about the perceptions of the students, the parents, and the business community concerning the roles and functions of the secondary counselor; therefore, the present study contributed knowledge of the opinions of these various publics.

The present research was important because it was conducted locally, and the information generated from the parents, community, students, and teachers can be used by the school board, administration, and counselors to identify the expectations of these populations. This information may prove useful in the evaluation of current programs, and it may provide a basis for specific changes.

The present research was also important because counselors could use the results to identify potential public relations problems. The data could be useful in establishing a starting point to help the counselors develop a public relations program to elevate awareness of counseling.

Composite Null Hypotheses

All hypotheses were tested at the .05 level.

(1) The differences among mean counselor roles and functions questionnaire scores for counselors, administrators, teachers, students, parents, businesses, school board, and counselor educators will not be statistically significant.

(2) The differences among mean counselor roles and functions questionnaire scores for counselors, administrators, teachers, and counselor educators according to position (2), education, and years of experience will not be statistically significant.

(3) The differences among mean counselor roles and functions questionnaire scores for students according to class, grade point average, and frequency of use of counseling services will not be statistically significant.

(4) The differences among mean counselor roles and functions questionnaire scores for parents, businesses, and school board according to position (3), nationality, and education will not be statistically significant.

Independent Variables and Rationale

Due to the nature of the study, the independent variables differed for each group. The independent variable of position (1) included counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board. The independent variables investigated for the sample of counselors, administrators, teachers and counselor educators were position (2), education, and years of experience. The independent variables investigated for the sample of students were class, grade point average, and frequency of use of counseling services. The independent variables investigated for the sample of parents, businesses, and school board were position (3), nationality, and education. The researcher found no information about the position of counselor educators or school board, and found little information about the position of students, parents, and businesses. The information found about students and parents was either outdated or inconclusive. The information found about counselors, administrators, and teachers was inconclusive. No information was found about the education, grade

point average, and nationality variables. The information obtained about the class and frequency of use variables was inconclusive.

Definition of Variables

Independent Variables

All independent variables were self-reported. The following independent variables were investigated:

position (1)--eight levels;

1. counselor,
2. administrator,
3. teacher,
4. student,
5. parent,
6. business,
7. school board member, and
8. counselor educator;

position (2)--four levels

1. counselor,
2. administrator,
3. teacher, and
4. counselor educator;

position (3)--three levels;

1. parent,
2. business, and

3. school board member;

nationality (for parents, businesses, and school board)--levels were determined post hoc--three levels;

1. Hispanic,

2. White, and

3. Other;

education (for all groups except students)--levels were determined post hoc--three levels;

1. four year bachelor's degree,

2. master's degree, and

3. specialist/doctorate degree;

years of experience (for counselors, administrators, teachers, and counselor educators)--levels were determined post hoc--four levels;

1. 1 to 5 years,

2. 6 to 10 years,

3. 11 to 20 years, and

4. 21 or more years;

class (for students only)--four levels;

1. freshman,

2. sophomore,

3. junior, and

4. senior;

grade point average (for students only)--levels were determined post hoc--five

levels;

1. 2.0 or less,
2. 2.1 to 2.5,
3. 2.6 to 3.0,
4. 3.1 to 3.5, and
5. 3.6 to 4.0;

frequency of use of counseling services (for students only)--levels were determined post hoc--four levels;

1. 1 to 3 times a year,
2. 4 to 6 times a year,
3. 7 to 9 times a year, and
4. 10 or more times a year.

Dependent Variables

The scores from the following scales of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The scales and possible scores were:

Counseling, 12 items (possible scores 12-84);

Consulting, 9 items (possible scores 9-63);

Developmental/Career Guidance, 15 items (possible scores 15-105);

Evaluation and Assessment, 6 items (possible scores 6-42);

Guidance Program Development, Coordination, and Management, 6 items (possible scores 6-42);

Administrative and Clerical, 8 items (possible scores 8-56); and

Total scale, 56 items (possible scores 56-392).

Limitations

The results from the present study might have been affected by the following conditions:

1. samples were limited to one school and one community,
2. the data were collected using a self-reporting instrument, and
3. the samples were small for some groups.

Delimitations

The following were not implemented:

1. no pilot test was conducted pertaining to the instrument,
2. no validity study was conducted pertaining to the instrument, and
3. no reliability study was conducted pertaining to the instrument.

Methodology

Setting

The setting for this study was the community of Garden City, Kansas, and Garden City High School. Garden City has a population of 24,097 people (Vobejda, 1991) which is an increase of 24% since 1980 ("Community Profile," 1991). The city was settled 105 years ago by cattle ranchers and farmers. It now "reflects the newest face of America" (Vobejda, 1991, p. A1). Directions and instructions are posted, not only in English, but also in Spanish and Vietnamese. "The community . . . has moved through an extraordinary ethnic metamorphosis" (p. A1). The community consists of 69% White, 25% Hispanic, 4% Asian, 2% Black, and less than 1% other (Neufeld, 1991).

The increase in population and the racial and ethnic changes have occurred mainly

because of the opening and operation of two major beef packing plants. There is a large transient population with turnover rates at the plant ranging from 75% to 96% annually (Vobejda, 1991). The unemployment rate is 3.3%. The economy is agricultural with almost all businesses related directly or indirectly to agriculture (Francis, 1993).

Garden City is unique, not only because of its ethnic diversity, but also because it is a young community. The median age is 27.2 years ("Garden City," 1992) with nearly one-third of the population between the ages of 25 and 44 and more than 10% younger than 5 years. The average family size is 3.42. (Neufeld, 1991).

The ethnic and racial diversity, youth, and mobility of the community has created many challenges for local educators. The district covers 928 square miles which is the second largest in land space in Kansas. There are 12 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 high school (grades 9-12), and 1 alternative high school. Total enrollment is 7,092 students which is an increase of 3.3% over last year and an increase of 36% since 1980. New students from 24 states enrolled this year, plus 65 students from 11 foreign countries ("Growth Facilities," 1993). One third of the students in the district turnover each year (Vobejda, 1991).

Garden City High School is representative of the diversity and uniqueness of the community. Total enrollment is 1,655 students, with 544 freshmen, 414 sophomores, 415 juniors, and 282 seniors. The high school consists of 63.7% White, 28.3% Hispanic, 6.7% Asian, and 1.3% other. Of the total enrollment, 53.2% are male and 46.8% are female. Twenty per cent of the students meet the state guidelines for low income classification ("school records," 1993). The high school graduation rate is 75%, with 63% of the graduates advancing to a post-secondary educational institution. The high

school graduate unemployment rate is 0% ("A Road Map", 1993).

Garden City has risen to the challenges offered by its diversity and uniqueness. Many programs have been implemented to meet the educational needs of its students including the English as a Second Language (ESL) Program, the Advisor/Advisee Program, a Day Care Center at the high school, a Teen-Mom Program, a Self-Directed Learning Center (SDLC), an alternative high school, plus the district is a state leader in vocational education, Technical Preparation, 2 + 2 Programs, and QPA.

Subjects

The sample for this research came from the following groups of people in one community: all secondary counselors, administrators, and teachers; students and parents of high school students; business community; and all of the school board. Counselor educators from colleges and universities in Kansas offering a master's degree in counseling were also included. All of the counselors, administrators, and teachers at the high school were given the opportunity to participate. Of the 96 teachers, 10 counselors, and 10 administrators, a total of 56 (58%) teachers, 9 (90%) counselors, and 8(80%) administrators completed the instrument.

The students were taken from two courses which were randomly selected by the school's computer. The courses chosen were two Earth Science classes for the freshmen, two World Civilization classes for the sophomores, two American History classes for the juniors, and two United States Government classes for the seniors. The subjects were 48 freshmen, 41 sophomores, 42 juniors, and 47 seniors.

Parents of high school students were randomly selected by the school's computer. The subjects were 25 parents of freshmen students, 25 parents of sophomore students, 25

parents of junior students, and 25 parents of senior students. A total of 26 out of 100 questionnaires were completed and returned, which resulted in a 26% return for the parents.

Businesses were randomly selected by the school's computer. The subjects were 50 businesses, of which 14 (28%) completed and returned the questionnaire.

During a meeting of the school board, the questionnaire, demographic sheet, and self-addressed, stamped envelope was distributed. The subjects were 10 school board members, of which 4 (40%) completed and returned the questionnaire.

Colleges and universities in the state of Kansas offering a master's degree in counseling were identified through college catalogs in the Career Center at Garden City High School. The subjects were 24 counselor educators, of which 14 (58%) completed and returned the questionnaire.

A total of 309 out of 478 questionnaires were completed and returned, which resulted in a 65% return.

Instrumentation

Peaslee (1991) modified a questionnaire written by Miller (cited by Peaslee, 1991) to complete research for her thesis. The questionnaire included the following: Counseling, 6 items; Consulting, 9 items; Developmental/Career Guidance, 11 items; Evaluation and Assessment, 6 items; and Guidance Program Development, Coordination, and Management, 6 items (Appendix C). Subjects were asked to rate each function on a scale ranging from 1 (Of No Importance) to 7 (Very Important).

The present researcher, following Peaslee's (1991) recommendation, added the scale of Administrative and Clerical. The researcher added 6 items (#7-12) to the Counseling

scale relating to abuse, group counseling, and behavior. In the scale of Development/Career Guidance, the researcher revised items numbered 16-20 and 22-24 to better suit the secondary level. Items numbered 21, 23, and 24 were eliminated because they related to elementary counseling. The researcher added 7 items (#30-36) relating to academic choices and goal setting. The questionnaire included the following: Counseling, 12 items; Consulting, 9 items; Developmental/Career Guidance, 15 items; Evaluation and Assessment, 6 items; Guidance program development, Coordination, and Management, 6 items; Administrative and Clerical, 8 items; and Total scale, 56 items. The researcher employed the same rating continuum as Peaslee (1991), with a scale ranging from 1 (Of No Importance) to 7 (Very Important). A pilot study was not feasible because of a lack of subjects (for example, school board members, counselors, and administrators); therefore, validity and reliability studies were made post hoc (Appendixes I-Q).

The researcher prepared three demographic sheets to help describe the subjects and to provide a source for some of the independent variables. The first demographic sheet was for counselors, teachers, administrators, and counselor educators and included the following 7 items: position, gender, age, nationality, education, college undergraduate major, and years of experience (Appendix D). The second was for parents, businesses, and school board and included the following 5 items: position, gender, age, nationality, and education (Appendix E). The third demographic sheet was for students and included the following 7 items; gender, nationality, class, grade point average, free or reduced lunches, and frequency of use of counseling services (Appendix F). The researcher included an additional item on each demographic sheet that requested the respondent to

comment about the positive and negative aspects of the counseling department and to recommend changes to the department.

Design

A status survey factoral design with pre-determined and post hoc groupings was employed. Due to the nature of the study, the independent variables differed for each group. The independent variable of position (1) included counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board. The independent variables investigated for the sample of counselors, administrators, teachers, and counselor educators were position (2), education, and years of experience. The independent variables investigated for the sample of students were class, grade point average, and frequency of use of counseling services. The independent variables investigated for the sample of parents, businesses, and school board were position (3), nationality, and education.The dependent variables were: Counseling, 12 items; Consulting, 9 items; Developmental/Career Guidance, 15 items, Evaluation and Assessment, 6 items; Guidance Program Development, Coordination, and Management, 6 items; and Administrative and Clerical, 8 items. Four composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model).The following design was employed with each of the composite null hypotheses:

composite null hypothesis number 1, a single factor design;

composite null hypothesis number 2, a 4 X 3 X 4 factoral design;

composite null hypothesis number 3, a 4 X 5 X 4 factoral design; and

composite null hypothesis number 4, a 3 X 3 X 5 factoral design.

Ten basic threats to internal validity were cited by McMillan and Schumacher

(1989). The present researcher dealt with the 10 threats to internal validity in the following ways:

1. history--did not pertain because the present study was status survey;

2. selection--sampling procedures varied according to populations; parents, businesses, and students were random samples; and counselors, administrators, teachers, counselor educators, and school board were convenience samples;

3. statistical regression--did not pertain because the sample contained no extreme subjects;

4. testing--did not pertain because the present study was status survey;

5. instrumentation--did not pertain because the present study was status survey;

6. mortality--all subjects who completed usable questionnaires were included in the present study;

7. maturation--did not pertain because the present study was status survey;

8. diffusion of treatment--did not pertain because the present study was status survey;

9. experimenter bias--standard procedures were used for collecting data, and there was no treatment; and

10. statistical conclusion--two mathematical assumptions were violated for some groups (random sampling and equal number of subjects in cells); the lack of equal numbers in cells was corrected by using the general linear model, and the researcher did not project beyond the statistical procedures employed.

Two threats to external validity were cited by McMillan et al. (1989). The present researcher dealt with the 2 threats to external validity in the following ways:

1. population external validity--the sample for some groups was random and for some groups was convenience; and the data were collected from one community; therefore, the results should be generalized only to similar schools; and

2. ecological external validity--the data were collected by standard procedures, and no treatment was employed.

Data Collecting Procedures

All of the counselors, administrators, and teachers at Garden City High School were surveyed. The questionnaire was distributed and collected personally. The students were taken from two courses which were randomly selected by the school's computer. The courses chosen were two Earth Science classes for the freshmen, two World Civilization classes for the sophomores, two American History classes for the juniors, and two United States Government classes for the seniors. The questionnaire was completed and collected during class. The parents and the businesses were randomly selected by the schools' computer, and a questionnaire, demographic sheet, and self-addressed, stamped envelope were mailed to them. Upon completion, the forms were mailed back to the researcher. A questionnaire, demographic sheet, and self-addressed, stamped envelope were distributed to the members of the school board during a meeting. Upon completion, the forms were mailed back to the researcher. Counselor educators in the state of Kansas were identified through catalogs in the Career Center at Garden City High School. A cover letter, questionnaire, demographic sheet, and self-addressed, stamped envelope were mailed to all counselor educators. Upon completion, the forms were mailed back to the researcher. A total of 309 out of 478 questionnaires were completed which resulted in a 65% return.

Research Procedures

The researcher implemented the following steps:

1. research topic was chosen and investigated;

2. conducted search for related literature using the Reader's Guide, the Educational Resources Information Center, and the Education Index;

3. collected and reviewed the related literature;

4. selected instrument;

5. requested permission to use and revise the instrument from the author;

6. composed the review of the related literature;

7. determined populations to be sampled;

8. determined data collecting procedures;

9. wrote the proposal;

10. defended the proposal;

11. collected and coded data;

12. the computer center at Fort Hays State University analyzed the data;

13. the data were tabulated, and the results were composed;

14. wrote and defended a final report; and

15. final editing of the document.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,

2. one-way analysis of variance,

3. three-way analysis of variance (general linear model),

4. Bonferroni (Dunn) t-test for means, and

5. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate the viewpoints of the various populations served by the secondary school counselor concerning the roles and functions of the secondary school counselor. Due to the nature of the study, the independent variables differed for each group. The independent variable of position (1) included counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board. The independent variables investigated for the sample of counselors, administrators, teachers, and counselor educators were position (2), education, and years of experience. The independent variables investigated for the sample of students were class, grade point average, and frequency of use of counseling services. The independent variables investigated for the sample of parents, businesses, and school board were position (3), nationality, and education (independent variables for this sample were not investigated because of the small number of subjects and/or nature of data). The scores from the six scales and total of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The scales were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; Administrative and Clerical; and Total. Four composite null hypotheses were written, but only 1 through 3 were tested because of the small number of subjects and/or the nature of the data for hypothesis 4. The following design was employed with each of the composite null hypotheses:

composite null hypothesis number 1, a single factor design:

composite null hypothesis number 2, a 4 X 3 X 4 factoral design;

composite null hypothesis number 3, a 4 X 5 X 4 factoral design; and

composite null hypothesis number 4, a 3 X 3 X 5 factoral design. (This composite null hypothesis was not tested because of the small number of subjects and/or the nature of the data.)

A pilot study was not feasible because of a lack of subjects (for example, school board, administrators, and counselors); therefore, validity and reliability studies were made post hoc (Appendix I-Q). To get the basic information into a format that could be easily used and understood, the researcher compiled additional descriptive statistics. The following descriptive statistics were compiled and reported: mean score for each item for the eight groups (counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board) and rankings by groups (Appendix R).

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among mean Counselor Roles and Functions Questionnaire scores for counselors, administrators, teachers, students, parents, businesses, school board, and counselor educators would not be statistically significant. Table 1 contains information pertaining to composite null hypothesis number 1. The following were cited in Table 1: variables, groups sizes, means, standard deviations, F values, and p levels.

Table 1

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Counselors, Administrators, Teachers, Students, Parents, Businesses, School Board, and Counselor Educators Employing a One-Way Analysis of Variance

Variable	n	M*	s	F value	p level
		Counseling			
Position (1)					
Counselors	9	76.9[a]	5.56		
Administrators	8	65.0	10.39		
Teachers	56	64.2	12.60		
Students	178	63.7	11.09	3.70	.0008
Parents	26	68.9	14.01		
Businesses	14	66.9	9.96		
School Board	4	55.5[b]	12.37		
Counselor Educators	14	73.0[a]	5.39		
		Consulting			
Position (1)					
Counselors	9	53.6[a]	4.93		
Administrators	8	39.6[b]	5.95		
Teachers	56	42.4	9.86		
Students	178	42.3	9.70	4.89	.0001
Parents	26	47.2	9.80		
Businesses	14	48.1	10.46		
School board	4	43.5	3.11		
Counselor Educators	14	52.1[a]	6.30		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Developmental/Career Guidance			
Position (1)					
Counselors	9	95.0[d]	7.63		
Administrators	8	80.0[e]	8.45		
Teachers	56	81.4[e]	15.80		
Students	178	82.8	13.90	2.21	.0336
Parents	26	88.9	12.50		
Businesses	14	88.6	13.69		
School Board	4	87.3	9.46		
Counselor Educators	14	86.4	8.03		
		Evaluation and Assessment			
Position (1)					
Counselors	9	32.9	3.22		
Administrators	8	31.8	4.56		
Teachers	56	30.6	7.58		
Students	178	30.3	6.61	1.60	.1344
Parents	26	32.8	5.97		
Businesses	14	29.1	8.84		
School Board	4	34.3	5.68		
Counselor Educators	14	34.8	4.26		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
Guidance Program Development, Coordination, and Management					
Position (1)					
Counselors	9	35.8[de]	4.06		
Administrators	8	32.9	4.61		
Teachers	56	30.7	7.24		
Students	178	29.6[ef]	7.26	3.21	.0027
Parents	26	31.7	6.08		
Businesses	14	27.9[f]	9.56		
School Board	4	36.8[d]	4.35		
Counselor Educators	14	35.6[de]	4.45		
Administrative and Clerical					
Position (1)					
Counselors	9	20.6[bc]	12.23		
Administrators	8	23.6	7.52		
Teachers	56	31.2[ab]	9.64		
Students	178	36.5[a]	10.87	13.67	.0001
Parents	26	33.9[ab]	9.05		
Businesses	14	32.6[ab]	13.17		
School Board	4	29.3[ab]	9.00		
Counselor Educators	14	12.8[c]	3.96		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Total Scale			
Position (1)					
Counselors	9	314.7	29.65		
Administrators	8	272.9	17.95		
Teachers	56	280.4	44.95		
Students	178	285.2	46.43	1.42	.1973
Parents	26	303.4	44.08		
Businesses	14	293.3	58.01		
School Board	4	286.5	14.15		
Counselor Educators	14	294.7	22.83		

*Larger scores indicate greater importance. The possible scores and theoretical means for each scale were as follows: Counseling (12-84, 48); Consulting (9-63, 36); Developmental/Career Guidance (15-105, 60); Evaluation and Assessment (6-42, 24); Guidance Program Development, Coordination, and Management (6-42, 24); Administrative and Clerical (8-56, 32); and total Scale (56-392, 224).

[abc]Means with different alphabetic symbols are statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

[def]Means with different alphabetic symbols are statistically significant at the .05 level according to Duncan Multiplerange Test for means.

Five of the 7 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The statistically significant main effects were for the independent variable position (1) and the following dependent variables:

1. Counseling;
2. Consulting;
3. Developmental/Career Guidance;
4. Guidance Program Development, Coordination, and Management; and
5. Administrative and Clerical.

The results cited in Table 1 indicated the following:

1. counselors and counselor educators rated the roles and functions of Counseling significantly higher than school board members;

2. counselors and counselor educators rated the roles and functions of Consulting significantly higher than administrators;

3. counselors rated the roles and functions of Developmental/Career Guidance significantly higher than administrators and teachers;

4. school board members rated the roles and functions of Guidance Program Development, Coordination, and Management significantly higher than students and businesses, and counselors and counselor educators rated these roles and functions significantly higher than businesses; and

5. students rated the roles and functions of Administrative and Clerical significantly higher than counselors and counselor educators, and counselors rated these roles and functions significantly higher than counselor educators.

It was hypothesized in composite null hypothesis 2 that the differences among mean Counselor Roles and Functions questionnaire scores for counselors, administrators, teachers, and counselor educators according to position (2), education, and years of experience would not be statistically significant. Table 2 contains information pertaining to composite null hypothesis number 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Counselors, Administrators, Teachers, and Counselor Educators According to Position (2), Education, and Years of Experience Employing a Three-Way Analysis of Variance

Variable	n	M*	s	F value	p level
		Counseling			
Position [2] (A)					
Counselors	9	76.9	5.56		
Administrators	8	65.0	10.39		
Teachers	56	64.2	12.60	2.45	.0708
Counselor Educators	14	73.0	5.39		
Education (B)					
Four Year Bachelor	43	64.7	10.44		
Master Degree	28	67.3	15.03	1.53	.2239
Spec/Doctorate Degree	16	72.6	6.22		
Years of Experience (C)					
1 to 5 years	32	66.2	10.28		
6 to 10 years	20	65.7	15.91		
11 to 20 years	20	70.4	10.77	0.33	.8065
21 or more years	15	65.8	9.92		
		Interactions			
		A X B		**	**
		A X C		1.51	.1998
		B X C		2.10	.0908
		A X B X C		**	**

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Consulting			
Position [2] (A)					
Counselors	9	53.6[a]	4.93		
Administrators	8	39.6[b]	5.95		
Teachers	56	42.4[b]	9.86	3.15	.0304
Counselor Educators	14	52.1[a]	6.30		
Education (B)					
Four Year Bachelor	43	42.4	7.97		
Master Degree	28	45.5	11.99	1.11	.3357
Spec/Doctorate Degree	16	50.3	8.23		
Years of Experience (C)					
1 to 5 years	32	44.5	9.65		
6 to 10 years	20	45.0	10.66		
11 to 20 years	20	45.8	10.91	0.22	.8838
21 or more years	15	44.1	8.27		
		Interactions			
		A X B		**	**
		A X C		1.31	.2702
		B X C		3.55	.0109
		A X B X C		**	**
		Developmental/Career Guidance			
Position [2] (A)					
Counselors	9	95.0	7.63		
Administrators	8	80.0	8.45		
Teachers	56	81.4	15.80	2.34	.0811
Counselor Educators	14	86.4	8.03		

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
Education (B)					
Four Year Bachelor	43	82.4	12.52		
Master Degree	28	84.4	18.58	1.80	.1734
Spec/Doctorate Degree	16	84.8	8.86		
Years of Experience (C)					
1 to 5 years	32	83.6	13.31		
6 to 10 years	20	80.1	19.07		
11 to 20 years	20	86.0	11.08	0.57	.6391
21 or more years	15	84.5	12.21		
	Interactions				
	A X B			**	**
	A X C			0.34	.8855
	B X C			1.12	.3563
	A X B X C			**	**
	Evaluation and Assessment				
Position [2] (A)					
Counselors	9	32.9	3.22		
Administrators	8	31.8	4.56		
Teachers	56	30.6	7.58	0.54	.6560
Counselor Educators	14	34.8	4.26		
Education (B)					
Four Year Bachelor	43	30.4	7.13		
Master Degree	28	32.0	6.64	0.30	.7416
Spec/doctorate Degree	16	34.3	4.68		

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
Years of Experience (C)					
1 to 5 years	32	32.5	5.81		
6 to 10 years	20	28.9	8.94		
11 to 20 years	20	31.5	6.24	1.78	.1584
21 or more years	15	33.6	4.58		
	Interactions				
	A X B			**	**
	A X C			0.56	.7275
	B X C			0.25	.9085
	A X B X C			**	**
Guidance Program Development, Coordination, and Management					
Position [2] (A)					
Counselors	9	35.8	4.06		
Administrators	8	32.9	4.61		
Teachers	56	30.7	7.24	1.39	.2547
Counselor Educators	14	35.6	4.45		
Education (B)					
Four Year Bachelor	43	31.0	5.89		
Master Degree	28	32.3	8.16	1.47	.2365
Spec/Doctorate Degree	16	35.4	4.83		
Years of Experience (C)					
1 to 5 years	32	33.1	6.11		
6 to 10 years	20	30.4	8.48		
11 to 20 years	20	31.6	6.48	1.03	.3834
21 or more years	15	33.6	5.23		

Table 2 (continued)

Variable	n	M	s	F value	p level
	Interactions				
	A X B			**	**
	A X C			0.64	.6663
	B X C			3.03	.0233
	A X B X C			**	**
	Administrative and Clerical				
Position [2] (A)					
Counselors	9	20.6	12.23		
Administrators	8	23.6	7.52		
Teachers	56	31.2	9.64	2.12	.1063
Counselor Educators	14	12.8	3.96		
Education (B)					
Four Year Bachelor	43	31.2	9.38		
Master Degree	28	26.3	11.65	0.31	.7363
Spec/Doctorate Degree	16	14.9	4.97		
Years of Experience (C)					
1 to 5 years	32	27.5	11.42		
6 to 10 years	20	23.5	12.96		
11 to 20 years	20	25.2	10.80	0.50	.6836
21 or more years	15	29.9	9.62		
	Interactions				
	A X B			**	**
	A X C			1.19	.3257
	B X C			1.34	.2654
	A X B X C			**	**

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Total Scale			
Position [2] (A)					
Counselors	9	314.7	29.65		
Administrators	8	272.9	17.95		
Teachers	56	280.4	44.95	1.89	.1389
Counselors Educators	14	294.7	22.83		
Education (B)					
Four Year Bachelor	43	282.0	36.95		
Master Degree	28	287.8	51.47	1.28	.2858
Spec/Doctorate Degree	16	291.3	23.99		
Years of Experience (C)					
1 to 5 years	32	287.3	35.64		
6 to 10 years	20	273.5	50.63		
11 to 20 years	20	290.3	40.45	0.64	.5949
21 or more years	15	291.5	33.34		
		Interactions			
		A X B		**	**
		A X C		0.41	.8409
		B X C		1.46	.2238
		A X B X C		**	**

*Larger scores indicate greater importance. The possible scores and theoretical means for each scale were as follows: Counseling (12-84, 48); Consulting (9-63, 36); Developmental/Career Guidance (15-105, 60); Evaluation and Assessment (6-42, 24); Guidance Program Development, Coordination, and Management (6-42,24); Administrative and Clerical (8-56, 32); and Total Scale (56-392, 224).

**The computer did not generate these values because of the small number of subjects and/or nature of the data.

[ab]Differences statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Three of the 35 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. One of the three comparisons was

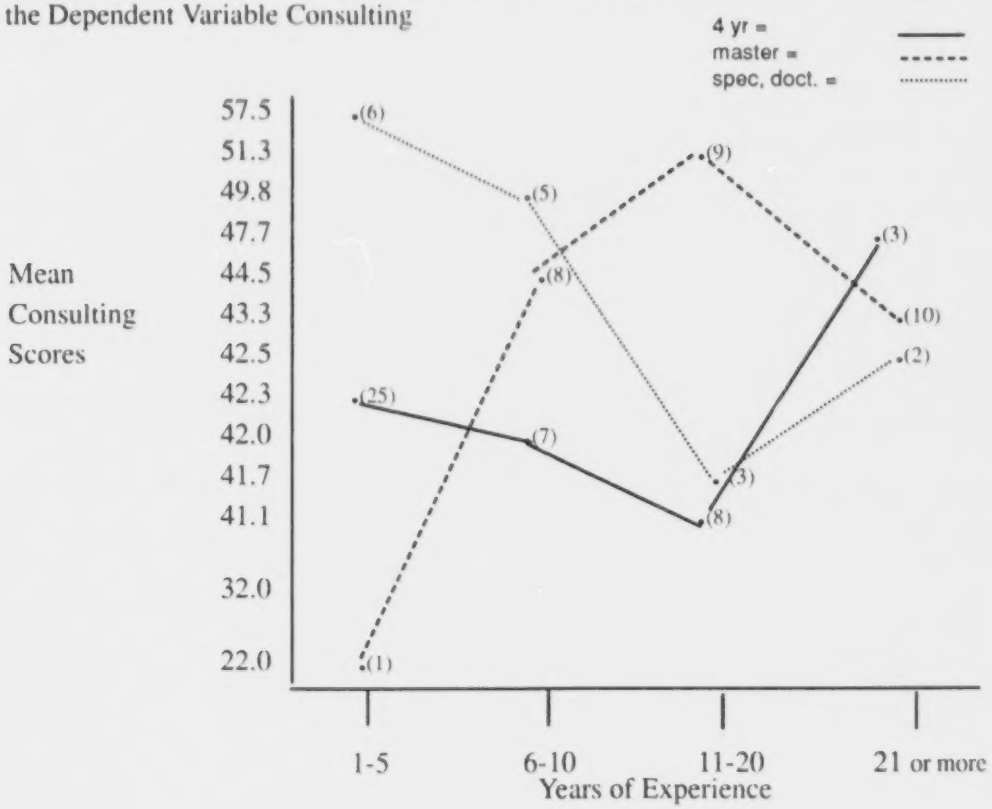
for a main effect and two were for interactions. The statistically significant main effect was for the independent variable position (2) and the dependent variable Consulting. The results cited in Table 2 indicated the following for main effect: counselors and counselor educators rated the roles and functions of Consulting significantly higher than administrators and teachers.

There were 2 interactions that were statistically significant. The first one was for the independent variables education and years of experience and the dependent variable Consulting. The second one was for the independent variables education and years of experience and the dependent variable Guidance Program Development, Coordination, and Management.

The interaction between education and years of experience for the dependent variable Consulting was depicted in a profile plot. Figure 1 contains mean Consulting scores and curves for education.

Figure 1

The Interaction Between the Independent Variables Education and Years of Experience and the Dependent Variable Consulting



The interaction between the independent variables education and years of experience and the dependent variable Consulting was disordinal. The information cited in Figure 1 indicated the following:

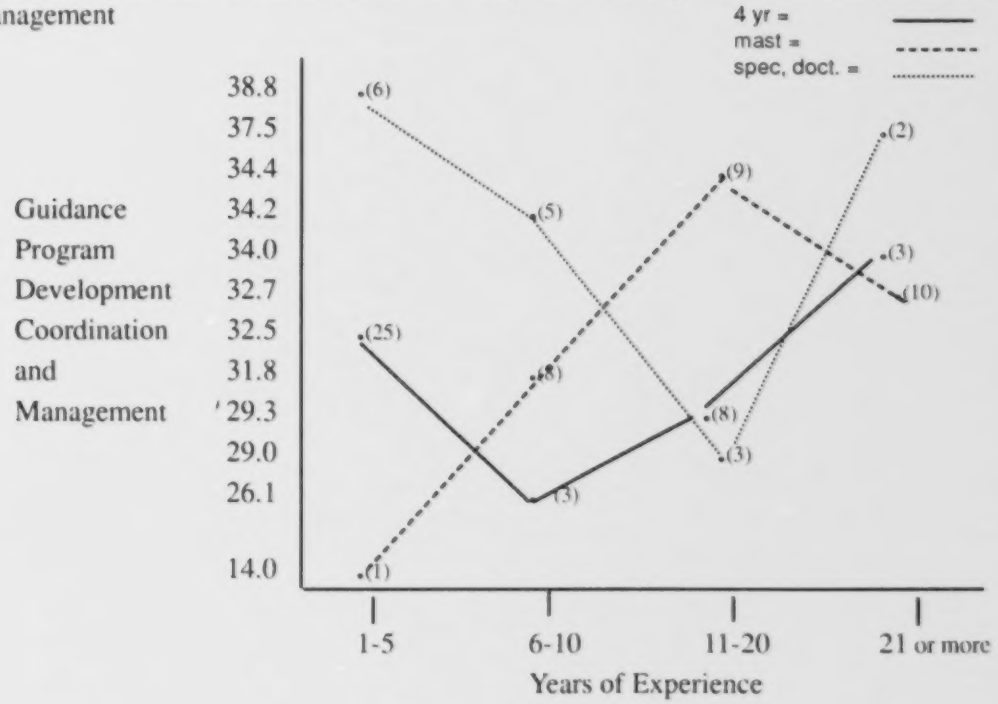
1. individuals with 4 year bachelor degrees with 20 or less years of experience rated the roles and functions of Consulting numerically lower than any subgroup except individuals with master degrees with 1 to 5 years of experience; and

2. individuals with specialist and doctorate degrees and 1 to 5 years of experience rated the roles and functions of Consulting numerically higher than any other subgroup.

The interaction between education and years of experience for the dependent variable Guidance Program Development, Coordination, and Management was depicted in a profile plot. Figure 2 contains mean Guidance Program Development, Coordination, and Management scores and curves for education.

Figure 2

The Interaction Between the Independent Variables Education and Years of Experience and the Dependent Variable Guidance Program Development, Coordination, and Management



The interaction between the independent variables education and years of experience and the dependent variable Guidance Program Development, Coordination, and Management was disordinal. The information cited in Figure 2 indicated the following:

1. individuals with 4 year bachelor degrees tended to rate the roles and functions of Guidance Program Development, Coordination, and Management numerically lower than those with higher degrees and equivalent years of experience; and

2. individuals with specialist and doctorate degrees and 1 to 5 years of experience rated the roles and functions of Guidance Program Development, Coordination, and Management numerically higher than any other subgroup.

It was hypothesized in composite null hypothesis number 3 that the differences among mean counselor Roles and Functions Questionnaire scores for students according to class, grade point average, and frequency of use of counseling services would not be statistically significant. Table 3 contains information pertaining to composite null hypothesis number 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Students According to Class, Grade Point Average, and Frequency of Use of Counseling Services Employing a Three-Way Analysis of Variance

Variable	n	M*	s	F value	p level
		Counseling			
Class (D)					
Freshman	48	63.4	10.74		
Sophomore	41	62.2	13.38		
Junior	42	65.9	10.28	0.30	.8253
Senior	47	63.4	9.94		
Grade point Average(E)					
2.0 or less	15	65.5	10.56		
2.1 to 2.5	21	62.5	10.67		
2.6 to 3.0	38	62.2	11.55	0.27	.8997
3.1 to 3.5	47	65.4	12.16		
3.6 to 4.0	57	63.3	10.24		
Frequency of Use (F)					
1 to 3 times a year	86	62.4	11.14		
4 to 6 times a year	48	64.2	11.01		
7 to 9 times a year	18	61.4	9.65	0.78	.5090
10 or more times a year	26	68.6	11.06		
		Interactions			
		D X E		1.68	.0789
		D X F		0.46	.8996
		E X F		0.94	.5121
		D X E X F		1.21	.2744

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Consulting			
Class (D)					
Freshman	48	40.5	10.29		
Sophomore	41	41.9	9.55		
Junior	42	44.6	7.33	0.71	.5459
Senior	47	42.4	10.86		
Grade Point Average (E)					
2.0 or less	15	41.5	7.71		
2.1 to 2.5	21	43.3	8.39		
2.6 to 3.0	38	43.3	9.47	1.33	.2611
3.1 to 3.5	47	43.3	9.75		
3.6 to 4.0	57	40.6	10.72		
Frequency of Use (F)					
1 to 3 times a year	86	40.5	9.02		
4 to 6 times a year	48	43.3	11.36		
7 to 9 times a year	18	44.0	8.12	0.99	.3999
10 or more times a year	26	45.2	8.83		
	Interactions				
	D X E			0.92	.5272
	D X F			0.86	.5655
	E X F			0.81	.6435
	D X E X F			1.05	.4090

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Developmental/Career Guidance			
Class (D)					
Freshman	48	83.4	13.24		
Sophomore	41	78.6	16.66		
Junior	42	84.8	13.15	0.36	.7787
Senior	47	84.1	12.14		
Grade Point Average (E)					
2.0 or less	15	83.7	15.54		
2.1 to 2.5	21	82.0	11.75		
2.6 to 3.0	38	82.1	10.96	1.00	.4090
3.1 to 3.5	47	83.9	15.92		
3.6 to 4.0	57	82.4	14.52		
Frequency of Use (F)					
1 to 3 times a year	86	79.9	14.69		
4 to 6 times a year	48	86.2	12.45		
7 to 9 times a year	18	80.9	10.49	1.55	.2060
10 or more times a year	26	87.3	13.87		
	Interactions				
	D X E			0.80	.6468
	D X F			1.42	.1880
	E X F			0.74	.7109
	D X E X F			1.08	.3814

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Evaluation and Assessment			
Class (D)					
Freshman	48	29.8	7.25		
Sophomore	41	29.9	8.11		
Junior	42	31.1	5.76	0.70	.5540
Senior	47	30.5	5.15		
Grade Point Average (E)					
2.0 or less	15	30.5	6.89		
2.1 to 2.5	21	29.2	6.11		
2.6 to 3.0	38	31.4	6.40	1.10	.3581
3.1 to 3.5	47	30.4	7.35		
3.6 to 4.0	57	29.9	6.31		
Frequency of Use (F)					
1 to 3 times a year	86	29.5	6.98		
4 to 6 times a year	48	30.8	6.04		
7 to 9 times a year	18	30.9	4.23	0.18	.9115
10 or more times a year	26	31.8	7.56		
	Interactions				
	D X E			0.74	.7117
	D X F			1.32	.2321
	D X F			1.30	.2267
	D X E X F			0.69	.7893

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
Guidance Program Development, Coordination, and Management					
Class (D)					
Freshman	48	29.0	8.00		
Sophomore	41	28.0	7.58		
Junior	42	30.9	6.24	1.28	.2847
Senior	47	30.3	6.93		
Grade Point Average (E)					
2.0 or less	15	30.5	6.74		
2.1 to 2.5	21	28.0	6.57		
2.6 to 3.0	38	30.0	6.70	0.46	.7669
3.1 to 3.5	47	29.4	7.65		
3.6 to 4.0	57	29.7	7.80		
Frequency of Use (F)					
1 to 3 times a year	86	28.3	7.48		
4 to 6 times a year	48	29.8	7.15		
7 to 9 times a year	18	29.1	6.53	0.53	.6600
10 or more times a year	26	33.6	5.94		
Interactions					
D X E				0.77	.6801
D X F				0.90	.5278
E X F				0.87	.5787
D X E X F				0.94	.5216

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Administrative and Clerical			
Class (D)					
Freshman	48	37.3	10.56		
Sophomore	41	38.6	11.01		
Junior	42	36.9	10.20	0.53	.6605
Senior	47	33.6	11.38		
Grade Point Average (E)					
2.0 or less	15	34.8	9.85		
2.1 to 2.5	21	36.5	8.67		
2.6 to 3.0	38	39.7[d]	9.89	3.41	.0112
3.1 to 3.5	47	38.7	11.83		
3.6 to 4.0	57	33.1[e]	10.91		
Frequency of Use (F)					
1 to 3 times a year	86	36.2	11.15		
4 to 6 times a year	48	34.9	11.47		
7 to 9 times a year	18	39.7	8.17	1.23	.3014
10 or more times a year	26	38.4	10.24		
	Interactions				
	D X E			0.40	.9622
	D X F			0.98	.4602
	E X F			0.65	.7913
	D X E X F			0.61	.8626

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Total Scale			
Class (D)					
Freshman	48	283.4	48.48		
Sophomore	41	279.2	56.79		
Junior	42	294.2	42.31	0.47	.7020
Senior	47	284.3	37.21		
Grade Point Average (E)					
2.0 or less	15	286.5	45.93		
2.1 to 2.5	21	281.5	40.89		
2.6 to 3.0	38	288.8	43.50	1.27	.2845
3.1 to 3.5	47	291.3	54.45		
3.6 to 4.0	57	278.9	43.80		
Frequency of Use (F)					
1 to 3 times a year	86	276.9	47.74		
4 to 6 times a year	48	289.2	46.63		
7 to 9 times a year	18	286.0	36.93	0.97	.4086
10 or more times a year	26	304.9	42.72		
	Interactions				
	D X E			0.91	.5426
	D X F			0.94	.4952
	E X F			0.75	.7040
	D X E X F			0.96	.4961

*Larger scores indicate greater importance. The possible scores and theoretical means for each scale were as follows: Counseling (12-84, 48); Consulting (9-63, 36); Developmental/Career Guidance (15-105, 60); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42, 24); Administrative and Clerical (8-56, 32); and Total Scale (56-392, 224).

[de]Difference statistically significant at the .05 level according to Duncan multiplerange Test for means.

One of the 49 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was

for students, the independent variable grade point average and the dependent variable Administrative and Clerical. The results cited in Table 3 indicated that students with grade point averages of 2.6 to 3.0 rated Administrative and Clerical roles and functions significantly higher than students with grade point averages of 3.6 to 4.0.

Discussion

Summary

The purpose of the researcher was to investigate the viewpoints of the various populations served by the secondary school counselor concerning the roles and functions of the secondary school counselor. Due to the nature of the study, the independent variables differed for each group. The independent variable of position (1) included counselors, administrators, teachers, counselor educators, students, parents, businesses, and school board. The independent variables investigated for the sample of counselors, administrators, teachers, and counselor educators were position (2), education, and years of experience. The independent variables investigated for the sample of students were class, grade point average, and frequency of use of counseling service. The independent variables investigated for the sample of parents, businesses, and school board were position (3), nationality, and education (independent variables for this sample were not investigated because of the small number of subjects and/or nuture of data). The scores for the six scales and total of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The scales were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; Administrative and Clerical; and Total. A pilot study was not feasible because of a lack of subjects (for example, school board

members, counselors, and administrators); therefore, validity and reliability studies were made post hoc (Appendixes I-Q). The sample consisted of 309 subjects including: 9 counselors, 8 administrators, 56 teachers, 14 counselor educators, 178 students, 26 parents, 14 businesses, and 4 school board members. Three composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model). Ninety-one comparisons were made.

Of the 91 comparisons, 49 were main effects and 42 interactions. Of the 49 main effects, 7 were statistically significant at the .05 level. The statistically significant main effects were as follows:

1. dependent variable Counseling;

2. dependent variable Consulting;

3. dependent variable Developmental/Career Guidance;

4. dependent variable Guidance Program Development, Coordination, and Management;

5. dependent variable Administrative and Clerical;

6. independent variable position (2) and the dependent variable Consulting; and

7. for student the independent variable grade point average and the dependent variable Administrative and Clerical.

The results pertaining to main effects indicated the following:

1. counselors and counselor educators rated the roles and functions of Counseling significantly higher than school board members;

2. counselors and counselor educators rated the roles and functions of Consulting significantly higher than administrators;

3. counselors rated the roles and functions of Developmental/Career Guidance significantly higher than administrators and teachers;

4. school board members rated the roles and functions of Guidance Program Development, Coordination, and Management significantly higher than students and businesses, and counselors and counselor educators rated these roles and functions significantly higher than businesses;

5. students rated the roles and functions of Administrative and Clerical significantly higher than counselors and counselor educators, and counselors rated these roles and functions significantly higher than counselor educators;

6. counselors and counselor educators rated the roles and functions of Consulting significantly higher than administrators and teachers; and

7. students with grade point averages of 2.6 to 3.0 rated Administrative and Clerical roles and functions significantly higher than students with grade point averages of 3.6 to 4.0.

Of the 42 interactions, 2 were statistically significant at the .05 level. The following interactions were statistically significant for the sample of counselors, administrators, teachers, and counselor educators:

1. education and years of experience for the dependent variable Consulting; and

2. education and years of experience for the dependent variable Guidance Program Development, Coordination, and Management.

Results and Related Literature

The present researcher did not use the same design nor make comparisons similar to those in the related literature; therefore, direct comparisons cannot be made.

Generalizations

The results of the present study appeared to support the following generalizations:

1. counselors and counselor educators rated the roles and functions of Counseling higher than school board members;

2. counselors and counselor educators rated the roles and functions of Consulting higher than administrators;

3. counselors rated the roles and functions of Developmental/Career Guidance higher than administrators and teachers;

4. school board members rated the roles and functions of Guidance Program Development, Coordination, and Management higher than students and businesses, and counselors and counselor educators rated these roles and functions higher than businesses;

5. students rated the roles and functions of Administrative and Clerical higher than counselors and counselor educators, and counselors rated these roles and functions higher than counselor educators;

6. counselors and counselors educators rated the roles and functions of Consulting higher than administrators and teachers;

7. students with grade point averages of 2.6 to 3.0 rated Administrative and Clerical roles and functions higher than students with grade point averages of 3.6 to 4.0; and

8. for the sample of counselors, administrators, teachers, and counselor educators, interactions between education and years of experience for the dependent variables Consulting and Guidance Program Development, Coordination, and Management.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study be replicated making additional comparisons for the students;

2. the study be replicated making additional comparisons for the teachers;

3. the study be replicated in another school of similar size and demographics;

4. the study be replicated every five years; and

5. the study be replicated with larger samples for counselors, administrators, and school board members.

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Appendix A

Letter to Marilynn K. Peaslee

2804 Belmont Place
Garden City, KS 67846
March 24, 1993

Mrs. Marilynn K. Peaslee
% Stockton High School
105 North Cypress
Stockton, KS 67669

Dear Mrs. Peaslee:

I am a graduate student at Fort Hays State University, Hays, Kansas, and am currently working on my thesis titled "A Local Study of the Roles and Functions of the Secondary School Counselor." While reviewing the literature, I read your thesis titled "The Importance of Roles and Functions of Elementary School Counselors as Perceived by Administrators, Counselors, Teachers, and Parents" and felt that the survey instrument you used would be appropriate for my research.

May I have permission to use the instrument in conducting my research? Since my research will be completely local, may I also have permission to revise the instrument to fit our local needs? I would also like to follow your recommendation to include items pertaining to administrative and disciplinary roles of the counselor.

Thank you for your assistance.

Sincerely yours,

Elaine Schalesky

Elaine Schalesky

Appendix B

Letter of Permission from Marilynn K. Peaslee

109 North Third
Stockton, KS 67669
May 28, 1993

Ms. Elaine Schalesky
2804 Belmont Place
Garden City, KS 67846

Dear Ms. Schalesky:

I apologize that I am responding belatedly to your request to use my survey instrument. I am pleased that my survey will be used, and hope that you find it meets your research needs. You may alter or change the survey as needed. In addition, please use the recommendations pertaining to administrative and disciplinary roles of the counselor. Hopefully they will provide for some interesting feedback.

Best wishes as you as you finish your thesis and complete your counseling degree at FHSU. I hope you will be able to take some time and enjoy your summer break!

Sincerely,

Marilynn K. Peaslee

Marilynn K. Peaslee

Appendix C

Copy of Questionnaire of Marilynn K. Peaslee

Please mark all statements. Please give only one rating per statement. Page 1

	Very Important						Of No Importance
COUNSELING							
1. Meet with a student to address a developmental need (e.g., social skills or decision making).	7	6	5	4	3	2	1
2. Meet with a student to help resolve or remediate a problem (e.g., family stress or peer conflict).	7	6	5	4	3	2	1
3. Help a student with learning problems.	7	6	5	4	3	2	1
4. Work with a family to meet a student's developmental needs or help with a problem.	7	6	5	4	3	2	1
5. Counsel a staff member regarding a school issue which is personal.	7	6	5	4	3	2	1
6. Facilitate a small counseling group to help resolve or remediate conflict.	7	6	5	4	3	2	1
CONSULTING							
7. Assist teachers with the development of alternative learning approaches where appropriate.	7	6	5	4	3	2	1
8. Lead parenting groups to develop effective parenting style.	7	6	5	4	3	2	1
9. Help parent(s) understand students' developmental characterics and their supportive role in learning.	7	6	5	4	3	2	1
10. Confer with a teacher regarding any student who causes disruption in the classroom.	7	6	5	4	3	2	1
11. Help the teacher individualize classroom instruction to meet special needs as outlined in an Individual Education Plan (IEP).	7	6	5	4	3	2	1
12. Plan and/or conduct training programs for teachers regarding the guidance role in the classroom.	7	6	5	4	3	2	1
13. Serve as a staff resource in planning instructional programs in the areas that deal with interpersonal relations, emotional aspects, school attitudes, and the learning atmosphere of the school.	7	6	5	4	3	2	1
14. Refer parents and/or teachers with a particular concern to other school professionals or community agencies that might be more appropriate.	7	6	5	4	3	2	1
15. Explain studies of child development, school achievement, and school effectiveness to teachers and parents.	7	6	5	4	3	2	1
DEVELOPMENTAL/CAREER GUIDANCE							
16. Work with a small or large class group to promote physical awareness of self and others.	7	6	5	4	3	2	1
17. Work with a small or large class group to promote social awareness of self and others.	7	6	5	4	3	2	1
18. Work with a small or large class group to promote emotional awareness of self and others.	7	6	5	4	3	2	1

(Continued on Back Side)

Please mark all statements. Please give only one rating per statement.

	Very Important						Of No Importance
19. Conduct a small group or classroom activity to develop ways of expressing one's feelings with others.	7	6	5	4	3	2	1
20. Conduct a small group or classroom activity to develop listening skills to improve relations with others.	7	6	5	4	3	2	1
21. Conduct a small group or classroom activity to develop skills to make friends.	7	6	5	4	3	2	1
22. Promote, through group discussion, decision-making without undue pressure from peers.	7	6	5	4	3	2	1
23. Promote, through group discussion, awareness of value judgments without undue pressure from peers.	7	6	5	4	3	2	1
24. Assist a classroom group to understand the relationship between personal qualities, education, and the world of work.	7	6	5	4	3	2	1
25. Promote social development through classroom guidance activities, peer counseling, and tutoring of peers.	7	6	5	4	3	2	1
26. Promote social development through school and community volunteer services.	7	6	5	4	3	2	1
EVALUATION AND ASSESSMENT							
27. Assist student(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
28. Assist parent(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
29. Use inventories and/or informal observations to assess students' developmental needs and maturity (moral reasoning, ego development, and social development).	7	6	5	4	3	2	1
30. Plan and conduct research on student characteristics.	7	6	5	4	3	2	1
31. Plan and conduct research to determine student needs within the school.	7	6	5	4	3	2	1
32. Plan and conduct research on guidance program evaluation.	7	6	5	4	3	2	1
GUIDANCE PROGRAM DEVELOPMENT, COORDINATION, AND MANAGEMENT							
33. Formulate guidance and counseling goals or policies with a guidance committee.	7	6	5	4	3	2	1
34. Organize a systematic school plan to facilitate structured guidance sessions to assist students with mastery of developmental tasks of childhood.	7	6	5	4	3	2	1
35. Participate in staff meetings regarding guidance issues.	7	6	5	4	3	2	1
36. Interpret the guidance program to others (e.g., giving talks or preparing news articles).	7	6	5	4	3	2	1
37. Coordinate and interpret other pupil support services.	7	6	5	4	3	2	1
38. Coordinate crisis intervention services with school personnel and community resources.	7	6	5	4	3	2	1

BEST COPY AVAILABLE

Appendix D

Demographic Questionnaire and Instructions for

Counselors, Administrators, Teachers, and Counselor Educators

My name is Elaine Schalesky, and I am a graduate student at Fort Hays State University. I am writing a thesis as a partial requirement for a master's degree in counseling. To complete the research, I am requesting your assistance to obtain the pertinent data.

The purpose of this study is to investigate the roles and functions of the secondary counselor as perceived by the counselors, administrators, teachers, students, parents, business community, and school board of Garden City, Kansas, and as perceived by the counselor educators in the State of Kansas. To ensure anonymity, please do not put your name on the instrument. The highest level of confidentiality will be observed. A copy of the final study will be placed in the Fort Hays State University Library.

Demographic Information for Counselors, Administrators, Teachers, and Counselor Educators

Questions 1-5: Please place a check next to one item in each question which describes you. Question 1 has already been marked for you.
Questions 6-8: Please supply the appropriate response.

1. Position
_____ Counselor
_____ Administrator
_____ Teacher
_____ Counselor Educator

2. Gender
_____ Male
_____ Female

3. Nationality
_____ Hispanic
_____ White
_____ Asian
_____ Other

4. Age
_____ 21 to 25
_____ 26 to 30
_____ 31 to 35
_____ 36 to 40
_____ 41 to 45
_____ 46 to 50
_____ 51 to 55
_____ 56 to 60
_____ 61 or greater

5. Education
_____ Four Year Bachelor Degree
_____ Master Degree
_____ Specialist Degree
_____ Doctorate Degree

6. College Undergraduate Major
_____

7. Total Years of Experience in Public Schools (including teaching, counseling, and administering)
_____

8. Please comment about the positive and negative aspects of the counseling department at Garden City High School and also about any changes that you would recommend.

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please rate each statement according to its importance for secondary counselors in strengthening the ongoing growth and development of high school students. A rating of 7 denotes "Very Important", and 1 denotes "Of No Importance". Please rate each statement and give only one rating per statement. Indicate your response by circling the appropriate rating

Appendix E

Demographic Questionnaire and Instructions for

Parents, Businesses, and School Board

My name is Elaine Schalesky, and I am a graduate student at Fort Hays State University. I am writing a thesis as a partial requirement for a master's degree in counseling. To complete the research, I am requesting your assistance to obtain the pertinent data.

The purpose of this study is to investigate the roles and functions of the secondary counselor as perceived by the counselors, administrators, teachers, students, parents, business community, and school board of Garden City, Kansas, and as perceived by the counselor educators in the State of Kansas. To ensure anonymity, please do not put your name on the instrument. The highest level of confidentiality will be observed. A copy of the final study will be placed in the Fort Hays State University Library.

Demographic Information for Parents, Businesses, and School Board

Questions 1-5: Please place a check next to one item in each question which describes you. Question 1 has already been marked for you.

1. Position
_____ Parent
_____ Business
_____ School Board

2. Gender
_____ Male
_____ Female

3. Nationality
_____ Hispanic
_____ White
_____ Asian
_____ Other

4. Age
_____ 18 or less
_____ 19 to 24
_____ 25 to 29
_____ 30 to 34
_____ 35 to 39
_____ 40 to 44
_____ 45 to 49
_____ 50 to 54
_____ 55 to 59
_____ 60 or greater

5. Education
_____ 12th grade or less
_____ High School Diploma or GED
_____ Post-secondary Certification
_____ Two year associate degree
_____ Four year bachelor degree
_____ Master degree
_____ Specialist degree
_____ Doctorate degree

6. Please comment about the positive and negative aspects of the counseling department at Garden City High School and also about any changes that you would recommend.

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please rate each statement according to its importance for secondary counselors in strengthening the ongoing growth and development of high school students. A rating of 7 denotes "Very Important", and 1 denotes "Of No Importance". Please rate each statement and give only one rating per statement. Indicate your response by circling the appropriate rating.

Appendix F

Demographic Questionnaire and Instructions for Students

My name is Elaine Schalesky, and I am a graduate student at Fort Hays State University. I am writing a thesis as a partial requirement for a master's degree in counseling. To complete the research, I am requesting your assistance to obtain the pertinent data.

The purpose of this study is to investigate the roles and functions of the secondary counselor as perceived by the counselors, administrators, teachers, students, parents, business community, and school board of Garden City, Kansas, and as perceived by the counselor educators in the State of Kansas. To ensure anonymity, please do not put your name on the instrument. The highest level of confidentiality will be observed. A copy of the final study will be placed in the Fort Hays State University Library.

Demographic Information for Students

Questions 1-6: Please place a check next to one item in each question which describes you.

1. Gender
_____ Male
_____ Female

2. Nationality
_____ Hispanic
_____ White
_____ Asian
_____ Other

3. Class
_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior

4. Do you receive free or reduced lunches? _____ Yes _____ No

5. Approximate grade point average
_____ .05 or less
_____ .06 to 1.0
_____ 1.1 to 1.5
_____ 1.6 to 2.0
_____ 2.1 to 2.5
_____ 2.6 to 3.0
_____ 3.1 to 3.5
_____ 3.6 to 4.0

6. How often do you use the services of your counselor?
_____ Never
_____ 1 to 3 Times a Year
_____ 4 to 6 Times a Year
_____ 7 to 9 Times a Year
_____ 10 to 12 Times a Year
_____ 13 to 15 Times a Year
_____ 16 to 18 Times a Year
_____ 19 or More Times a Year

7. Please comment about the positive and negative aspects of the counseling department at Garden City High School and also about any changes that you would recommend.

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please rate each statement according to its importance for secondary counselors in strengthening the ongoing growth and development of high school students. A rating of 7 denotes "Very Important", and 1 denotes "Of No Importance". Please rate each statement and give only one rating per statement. Indicate your response by circling the appropriate rating.

Appendix G

Cover Letter to Counselor Educators

April 28, 1993

Dear Counselor Educator:

I am a graduate student at Fort Hays State University, and I am writing a thesis as a partial requirement for a master's degree in counseling. I am requesting your assistance in order to obtain data to complete the research.

My thesis is a local study of the roles and functions of the secondary school counselor. Data will be obtained locally from counselors, administrators, teachers, students, parents, businesses, and school board. Enclosed is a questionnaire on the roles and functions of the school counselor which I respectfully request you to complete. Your answers will help me compare what is being taught to counselors and what is expected of counselors by the populations they serve.

To ensure anonymity, please do not put your name on the instrument. The highest level of confidentiality will be observed. A copy of the final study will be placed in the Fort Hays State University Library.

I realize this is a busy time of the year, and I apologize for any inconvenience. I would appreciate your taking the time to complete the questionnaire, and return it in the enclosed stamped, self-addressed envelope by May 10, 1993. Thank you for your time and consideration in filling out and returning the questionnaire.

Sincerely,

Elaine Schalesky

Elaine Schalesky

Appendix H

Questionnaire

Please mark all statements. Please give only one rating per statement.

	Very Important						Of No Importance
COUNSELING							
1. Meet with a student to address a developmental need (e.g., social skills or decision making).	7	6	5	4	3	2	1
2. Meet with a student to help resolve or remediate a problem (e.g., family stress or peer conflict).	7	6	5	4	3	2	1
3. Help a student with learning problems.	7	6	5	4	3	2	1
4. Work with a family to meet a student's developmental needs or help with a problem.	7	6	5	4	3	2	1
5. Counsel a staff member regarding a school issue which is personal.	7	6	5	4	3	2	1
6. Facilitate a small counseling group to help resolve or remediate conflict.	7	6	5	4	3	2	1
7. Work with students in the detection of substance, child, or sexual abuse.	7	6	5	4	3	2	1
8. Work with students in the prevention of substance, child or sexual abuse.	7	6	5	4	3	2	1
9. Work with students in the early intervention of substance, child, or sexual abuse.	7	6	5	4	3	2	1
10. Counsel a student on behavior modification.	7	6	5	4	3	2	1
11. Counsel a student on behavior management.	7	6	5	4	3	2	1
12. Provide group counseling services for personal problems.	7	6	5	4	3	2	1
CONSULTING							
13. Assist teachers with the development of alternative learning approaches where appropriate.	7	6	5	4	3	2	1
14. Lead parenting groups to develop effective parenting style.	7	6	5	4	3	2	1
15. Help parent(s) understand students' developmental characteristics and their supportive role in learning.	7	6	5	4	3	2	1
16. Confer with a teacher regarding any student who causes disruption in the classroom.	7	6	5	4	3	2	1
17. Help the teacher individualize classroom instruction to meet special needs as outlined in an Individual Education Plan (IEP).	7	6	5	4	3	2	1
18. Plan and/or conduct training programs for teachers regarding the guidance role in the classroom.	7	6	5	4	3	2	1
19. Serve as a staff resource in planning instructional programs in the areas that deal with interpersonal relations, emotional aspects, school attitudes, and the learning atmosphere of the school.	7	6	5	4	3	2	1

Please mark all statements. Please give only one rating per statement.

	Very Important						Of No Importance
20. Refer parents and/or teachers with a particular concern to other school professionals or community agencies that might be more appropriate.	7	6	5	4	3	2	1
21. Explain studies of child development, school achievement, and school effectiveness to teachers and parents.	7	6	5	4	3	2	1
DEVELOPMENTAL/CAREER GUIDANCE							
22. Work with students to promote physical awareness of self and others.	7	6	5	4	3	2	1
23. Work with students to promote social awareness of self and others.	7	6	5	4	3	2	1
24. Work with students to promote emotional awareness of self and others.	7	6	5	4	3	2	1
25. Help students to develop ways of expressing their feelings with others.	7	6	5	4	3	2	1
26. Assist students to develop listening skills to improve relations with others.	7	6	5	4	3	2	1
27. Promote decision-making without undue pressure from peers.	7	6	5	4	3	2	1
28. Promote awareness of value judgments without undue pressure from peers.	7	6	5	4	3	2	1
29. Assist students to understand the relationship between personal qualities, education, and the world of work.	7	6	5	4	3	2	1
30. Provide information to students about the content of school courses.	7	6	5	4	3	2	1
31. Aid students in the selection of courses.	7	6	5	4	3	2	1
32. Help students plan and set goals for their future.	7	6	5	4	3	2	1
33. Help students select post-secondary educational institutions.	7	6	5	4	3	2	1
34. Provide assistance in completing financial aid and scholarship applications.	7	6	5	4	3	2	1
35. Provide students with information about the world of work.	7	6	5	4	3	2	1
36. Conduct follow up studies on former students.	7	6	5	4	3	2	1
EVALUATION AND ASSESSMENT							
37. Assist student(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
38. Assist parent(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
39. Use inventories and/or informal observations to assess students' developmental needs and maturity (moral reasoning, ego development, and social development).	7	6	5	4	3	2	1
40. Plan and conduct research on student characteristics.	7	6	5	4	3	2	1
41. Plan and conduct research to determine student needs within the school.	7	6	5	4	3	2	1

	Very Important						Of No Importance
42. Plan and conduct research on guidance program evaluation.	7	6	5	4	3	2	1
GUIDANCE PROGRAM DEVELOPMENT, COORDINATION, AND MANAGEMENT							
43. Formulate guidance and counseling goals or policies with a guidance committee.	7	6	5	4	3	2	1
44. Organize a systematic school plan to facilitate structured guidance sessions to assist students with mastery of developmental tasks of childhood.	7	6	5	4	3	2	1
45. Participate in staff meetings regarding guidance issues.	7	6	5	4	3	2	1
46. Interpret the guidance program to others (e.g., giving talks or preparing news articles).	7	6	5	4	3	2	1
47. Coordinate and interpret other pupil support services.	7	6	5	4	3	2	1
48. Coordinate crisis intervention services with school personnel and community resources.	7	6	5	4	3	2	1
ADMINISTRATIVE AND CLERICAL							
49. Coordinate school activities program.	7	6	5	4	3	2	1
50. Handle discipline problems.	7	6	5	4	3	2	1
51. Monitor attendance.	7	6	5	4	3	2	1
52. Maintain educational records.	7	6	5	4	3	2	1
53. Supervise lunchroom.	7	6	5	4	3	2	1
54. Supervise halls.	7	6	5	4	3	2	1
55. Prepare master schedule.	7	6	5	4	3	2	1
56. Schedule students.	7	6	5	4	3	2	1

Appendix I

Factor Loading Each Item with Total Score

Factor Loading Each Item with Total Score

Item	Correlation Coefficient With Total Score*	Item	Correlation Coefficient With Total Score*
1	.5063	29	.6031
2	.4932	30	.4166
3	.3837	31	.3833
4	.5707	32	.4972
5	.4042	33	.4240
6	.5857	34	.3873
7	.5523	35	.4819
8	.5856	36	.5233
9	.5769	37	.5489
10	.5818	38	.5651
11	.6125	39	.6229
12	.5685	40	.5681
13	.5663	41	.5738
14	.6067	42	.5645
15	.6276	43	.6002
16	.4527	44	.6505
17	.5437	45	.6228
18	.5834	46	.6150
19	.6069	47	.6783
20	.5126	48	.5830
21	.5690	49	.3549
22	.6612	50	.3382
23	.6408	51	.3706
24	.6518	52	.3891
25	.6277	53	.2774
26	.6979	54	.3063
27	.6337	55	.2515
28	.6446	56	.2447

*All correlation coefficients were statistically significant at the .01 level.

Appendix J

Factor Loading Each Item of the Scale Counseling

Factor Loading of Each Item of the Scale Counseling

Item	Correlation Coefficient With the Scale Counseling*
1	.6465
2	.7077
3	.4166
4	.7152
5	.5131
6	.7353
7	.7360
8	.7514
9	.7652
10	.6869
11	.7336
12	.6840

*All correlation coefficients were statistically significant at the .01 level.

Appendix K

Factor Loading Each Item of the Scale Consulting

Factor Loading of Each Item of the Scale Consulting

Item	Correlation Coefficient With the Scale Consulting*
13	.7114
14	.7552
15	.7842
16	.5693
17	.6666
18	.7684
19	.7048
20	.6031
21	.6980

*All correlation coefficients were statistically significant at the .01 level.

Appendix L

Factor Loading Each Item of the Scale Developmental/Career Guidance

Factor Loading of Each Item of the Scale
Developmental/Career Guidance

Item	Correlation Coefficient With the Scale Developmental/ Career Guidance*
22	.7176
23	.7357
24	.7194
25	.6995
26	.7077
27	.7266
28	.7453
29	.7155
30	.5542
31	.5299
32	.6609
33	.6020
34	.5337
35	.6212
36	.5351

*All correlation coefficients were statistically significant at the .01 level.

Appendix M

Factor Loading Each Item of the Scale Evaluation and Assessment

Factor Loading of Each Item of the Scale Evaluation and Assessment

Item	Correlation Coefficient With the Scale Evaluation and Assessment*
37	.7558
38	.7394
39	.7745
40	.7582
41	.7464
42	.7131

*All correlation coefficients were statistically significant at the .01 level.

Appendix N

Factor Loading Each Item of the Scale

Guidance Program Development, Coordination, and Management

Factor Loading of Each Item of the Scale
Guidance Program Development,
Coordination, and Management

Item	Correlation Coefficient With the Scale Guidance Program Development, Coordination, and Management*
43	.7831
44	.7965
45	.8153
46	.8478
47	.8041
48	.7456

*All correlation coefficients were statistically significant at the .01 level.

Appendix O

Factor Loading Each Item of the Scale Administrative and Clerical

Factor Loading of Each Item of the Scale
Administrative and Clerical

Item	Correlation Coefficient With the Scale Administrative and Clerical*
49	.7203
50	.7513
51	.7782
52	.6715
53	.7603
54	.7851
55	.7503
56	.6071

*All correlation coefficients were statistically significant at the .01 level.

Appendix P

Correlation Coefficient Among Scales

Correlation Coefficients Among Scales

Scale	Counseling	Consulting	Developmental
Counseling	1.0000	.6862**	.6385**
Consulting	.6862**	1.0000	.5988**
Developmental	.6385**	.5988**	1.0000
Evaluation	.4709**	.5485**	.6493**
Guidance	.5480**	.6701**	.6227**
Administrative	.1119*	.1444*	.1849**

Scale	Evaluation	Guidance	Administrative
Counseling	.4709**	.5480**	.1119*
Consulting,	.5485**	.6701**	.1444*
Developmental	.6493**	.6227**	.1849**
Evaluation	1.0000	.7224**	.2271**
Guidance	.7224**	1.0000	.1244*
Administrative	.2271**	.1244*	1.0000

*Correlation coefficients statistically significant at the.05 level.
**Correlation coefficients statistically significant the .01 level.

Appendix Q

Reliability Coefficient--Chronbach's Coefficient Alpha

Reliability Coefficients
Chronbach's Coefficient Alpha

Scale	Coefficient Alpha
Counseling	.8885
Consulting	.8664
Developmental/Career Guidance	.9029
Evaluation and Assessment	.8411
Guidance Program Development, Coordination, and Manaement	.8865
Administrative and Clerical	.8735
Total	.9488

Appendix R

Item Rankings

Item Rankings

	Counselors		Administrators		Teachers		Counselor Educators	
Item*	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	7.000	1.5	5.750	8	5.286	22.5	6.571	3.5
2	6.444	15.5	5.500	19.5	5.696	16	6.500	6
3	5.778	37.5	4.750	40	4.982	31	5.571	38.5
4	6.111	28.5	5.375	25	5.286	22.5	6.214	18
5	5.444	44	4.125	47.5	3.875	52	4.143	47
6	6.889	4.5	5.750	8	4.786	35.5	6.358	10
7	6.889	4.5	5.625	13.5	5.964	8.5	5.929	28
8	6.889	4.5	5.500	19.5	5.964	8.5	6.643	1.5
9	6.667	9.5	6.125	1.5	6.036	4.5	6.500	6
10	6.111	28.5	5.750	8	5.839	10	5.786	31
11	6.222	23	5.750	8	5.768	12	6.286	14
12	6.444	15.5	5.000	33	4.679	39	6.500	6
13	5.556	42	4.500	43	4.304	47	5.714	33
14	5.556	42	4.000	49	4.107	49	5.643	35.5
15	6.333	20	4.250	45	4.768	37	6.000	26
16	6.222	23	4.250	45	5.679	17	5.429	40
17	5.556	42	3.625	51	4.446	44	4.786	44
18	5.889	34	4.750	40	4.429	45	6.357	11.5
19	5.889	34	4.125	47.5	4.464	43	6.571	3.5
20	6.667	9.5	5.875	4.5	5.750	13	5.857	29
21	5.889	34	4.250	45	4.411	46	3.786	31
22	6.111	28.5	4.875	37	4.554	41	5.357	41
23	6.222	23	4.875	37	4.804	34	6.143	22
24	6.444	15.5	5.000	33	4.821	33	6.214	18
25	6.667	9.5	5.375	25	4.857	32	6.286	14
26	6.778	7	5.125	30	4.696	38	6.214	18
27	7.000	1.5	5.625	13.5	5.286	22.5	6.429	8.5
28	6.889	4.5	5.625	13.5	5.214	25	6.000	26

(continued)

Item Rankings (continued)

	Counselors		Administrators		Teachers		Counselor Educators	
Item	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
29	6.556	12	5.250	28.5	5.393	20	6.643	1.5
30	6.444	15.5	5.000	33	5.982	7	4.071	48
31	6.444	15.5	6.000	3	6.196	2	4.357	46
32	6.667	9.5	6.125	1.5	6.304	1	6.143	22
33	6.111	28.5	5.500	19.5	6.018	6	5.571	38.5
34	6.111	28.5	5.500	19.5	6.036	4.5	5.071	43
35	6.111	28.5	5.500	19.5	6.143	3	6.214	18
36	4.444	47	4.625	42	5.089	29	5.643	35.5
37	6.111	28.5	5.500	19.5	5.804	11	6.000	26
38	6.111	28.5	5.375	25	5.661	18	5.643	35.5
39	5.778	37.5	5.000	33	5.143	26.5	5.643	35.5
40	4.000	48	4.875	37	4.179	48	5.143	42
41	5.667	40	5.375	25	5.018	30	6.071	24
42	5.222	45	5.625	13.5	4.786	35.5	6.286	14
43	5.778	375	5.750	8	5.143	26.5	6.357	11.5
44	5.111	46	5.375	25	4.518	42	5.786	31
45	6.333	20	5.625	13.5	5.500	19	6.429	8.5
46	6.333	20	5.250	28.5	5.125	28	6.143	22
47	5.778	37.5	5.000	33	4.661	40	4.714	45
48	6.444	15.5	5.875	4.5	5.732	14.5	6.214	18
49	2.778	51	1.875	54	2.821	55	1.571	52
50	2.111	54.5	1.625	57	3.768	53	2.071	49.5
51	2.667	52	2.125	52.5	3.911	50	1.286	54
52	3.667	49	4.750	40	5.286	22.5	2.000	51
53	1.557	56	1.750	55	2.661	57	1.143	56
54	2.111	54.5	2.125	52.5	3.143	54	1.214	55
55	2.444	53	3.750	50	3.893	51	1.429	53
56	3.222	50	5.625	13.5	5.732	14.5	2.071	49.5

(continued)

Item Rankings (continued)

	Students		Parents		Businesses		School Board	
Item	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	5.242	23	5.962	16.5	6.000	9.5	5.000	30
2	5.573	11	5.731	21	5.857	15	5.250	24.5
3	5.640	10	5.962	16.5	6.286	4.5	4.500	38
4	4.921	34.5	6.000	14.5	5.429	26.5	5.500	22
5	4.674	50	4.769	49	4.643	44.5	3.500	52
6	4.854	39	4.923	48	5.000	36	4.500	38
7	5.831	6	5.923	18.5	5.929	12	5.000	30
8	5.770	8	6.154	6	5.929	12	5.000	30
9	5.708	9	6.154	6	5.857	15	5.000	30
10	5.258	21	6.000	14.5	5.500	22.5	4.250	42.5
11	5.247	22	6.077	10.5	5.714	17.5	4.250	42.5
12	4.989	29	5.269	36.5	4.714	42.5	3.750	49
13	4.815	41	5.346	35	5.143	33	3.750	49
14	3.994	54	4.385	53	5.071	34.5	3.750	49
15	4.792	42	5.154	41	5.643	19.5	5.000	30
16	4.910	36	5.692	23	5.643	19.5	6.000	15.5
17	4.640	51	5.154	41	5.429	26.5	3.750	49
18	4.545	53	5.000	47	5.429	26.5	5.000	30
19	4.972	30	5.423	33.5	5.286	31.5	5.000	30
20	4.742	44	4.615	26	5.429	26.5	5.500	22
21	4.888	37	5.423	33.5	5.071	34.5	5.750	18.5
22	5.090	25.5	5.615	26	5.286	31.5	4.500	38
23	5.292	20	5.654	24	5.714	17.5	4.250	42.5
24	5.365	18	5.577	28	5.571	21	4.250	42.5
25	5.090	25.5	5.615	26	5.429	26.5	4.750	35.5
26	5.039	27	5.731	21	5.857	15	4.750	35.5
27	5.539	13	6.077	10.5	6.214	6.5	5.750	18.5
28	5.410	15	6.038	12.5	6.214	6.5	5.500	22

(continued)

Item Rankings (continued)

	Students		Parents		Businesses		School Board	
Item	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
29	5.348	19	6.038	12.5	6.500	1	6.750	7
30	5.899	4	6.115	8.5	5.929	12	7.000	3
31	5.933	3	6.129	4	6.000	9.5	7.000	3
32	6.140	2	6.308	2	6.429	2	7.000	3
33	5.809	7	6.115	8.5	6.071	8	6.750	7
34	6.258	1	6.500	1	6.286	4.5	6.500	9.5
35	5.888	5	6.269	3	6.357	3	6.750	7
36	4.685	49	5.038	45	4.786	41	5.750	18.5
37	5.567	12	6.154	6	5.429	26.5	7.000	3
38	4.848	40	5.923	18.5	5.500	22.5	7.00	3
39	4.938	31	5.500	30.5	4.929	37	6.000	15.5
40	4.725	46	4.500	51	3.857	52	4.250	42.5
41	5.382	17	5.462	32	4.571	47	5.000	30
42	4.876	38	5.269	36.5	4.857	39	5.000	30
43	4.775	43	5.154	41	4.571	47	6.500	9.5
44	4.702	47	5.192	39	4.286	50.5	5.250	24.5
45	5.213	24	5.731	21	5.357	30	6.250	12.5
46	4.933	32	5.077	43	4.714	42.5	6.250	12.5
47	4.927	33	5.038	45	4.429	49	6.250	12.5
48	5.000	28	5.500	3.05	4.571	47	6.250	12.5
49	4.697	48	3.769	54	3.714	53	2.500	56
50	4.921	34.5	5.038	45	4.643	44.5	3.750	49
51	4.635	52	4.462	52	4.857	39	2.750	55
52	5.528	14	5.538	29	4.857	39	4.250	42.5
53	3.270	56	2.462	56	3.3214	56	3.000	54
54	3.354	55	2.808	55	3.29	55	3.250	53
55	4.730	45	4.577	50	3.571	54	4.000	46
56	5.404	16	5.231	38	4.286	50.5	5.750	18.5

*For statement of items see Appendix H.